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ABSTRACT

This teaching guide represents the 12th grade career guidance unit, one of a 5-part series of activity books for students in grades 8 through 12. Each unit is presented as a 2-week long program, with supplemental activities included to allow expansion to 4 weeks. Introductory suggestions for facilitators are provided, focusing on activity adaptation, timing, small group formats, activity style, and relevance. The materials in this unit concentrate on the elements of economic awareness, appreciation and attitudes, and career awareness, and provide a statement of goals, career guidance components, notes to teachers, subject area usage suggestions, and an overview of the 10 activity sessions. Each activity session is detailed in terms of its purpose, suggested group size, time requirement, materials, procedures, references, and sample worksheets. The appendix includes suggestions for supplemental activities, a media list, and a bibliography of secondary career guidance materials. (NRB)

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# FINDING A LIFE YOU LIKE

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DEVELOPED BY:

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1980

## ACKNOWLEDGMENTS

Many thanks to the secondary staff of the Pima County Career Guidance Project for their talents and efforts in developing classroom activities. Many of these activities appear in the Career Guidance Program Manual, written and piloted by project staff during 1979 as part of a special program for target students. These activities have been created, tested, shared, and then revised.

Special thanks goes to Ginger Snider for her assistance in writing in the initial stages of this project. Thanks also to Karen Johnson and Diane Rasley for accurate and speedy typing of many pages.

Final appreciation is expressed to the Project Administrative staff which includes Joyce McKay, Director; Connie Daniel, Assistant Director, Tucson Unified School District; Sharon Eaton, Assistant Director, Balance of County Schools; and Don Lawhead, Assistant Director, Research and Evaluation.

Jan Gore
Secondary Guidance Specialist

Betty Mason
Secondary Program Implementor

## SUGGESTIONS TO FACILITATORS

ADAPTING: A key factor in insuring program success is in keeping in mind the versatility of the activities being presented. Every activity can be adapted to any class, no matter what size or subject matter. Sections of one activity can be tied into sections of another in order to create outcomes that differ from those suggested here. If teachers feel the students don't need a particular activity or skill, omit and/or use a supplemental activity. Whenever possible, activities should be directly tied into the subject matter.

TIMING: Times suggested for each activity are estimates. Teachers should feel free to shorten, lengthen or modify activities to fit their particular situation and students' needs. Whenever the term class period is used, the activity should fit into a 45-55 minute time slot.

SMALL GROUPS: Whenever possible use small groups. This allows for greater student participation in a less threatening atmosphere and it also provides an opportunity for student leaders to emerge. Students can also be used as group facilitators.

STYLE: Use of these activities in any classroom serves as a highly motivating method to encourage student involvement and participation. The style of presentation and processing, rather than the exercise itself, is often the key to success. Teachers who are familiar with the activity before using it in the classroom will feel more confident and successful. The teacher or facilitator needs to model the activity by using himself or herself as an example. This gives students an understanding of the intent of the exercise and creates an atmosphere in which the students can come to terms with themselves, the school and the community. The participation of the career specialist or the school counselor might also be sought to implement the activity with the class.

RELEVANCE: It is critical that the students see the practicality and the relevance of these activities, so that school becomes a place where they are exposed to the realities of their life, their future and their community--particulary in terms of jobs. This association can be made more strongly by doing the following:

a) Summarizing each activity by asking students, "How does this activity relate to you and your future?" or "Why do you think we did this activity?"
b) Bringing community workers and employers into the classroom, as well as providing opportunities for the students to make contact with workers off campus.

The career guidance activities presented in this packet are a sample of those that can be successfully implemented in the classroom. It is crucial that the needs of students be the focal point of any activities used.

| ELEMENTS OF CAREER EDUCATION | OUTCOMES OF CAREER EDUCATION | STUDENTS CONSIDERATIONS |
|---|---|---|
| SELF-AWARENESS | Achieve an increased awareness and understanding of interests, aptitudes, and responsibilitites as these relate to various careers. | What are my interests? What are my abilities? How do my interests and my abilities fit my career choice? |
| EDUCATIONAL AWARENESS<br><br>CAREER AWARENESS | Deomonstrate increased interests and achievement in the educational program emphasizing communications and basic skill areas. | My favorite subject/class in school? My biggest success? How do I share these skills and successes with my community? How do I use my skills and success to meet my career goals? |
| ECONOMIC AWARENESS | Understanding the world of work and its impact on society. | How will my work affect my life? How will my lifestyle affect my work? |
| DECISION MAKING | Make decisions related to career areas being explored. | How do people affect my decisions? How does my knowledge affect my decisions? How do my beliefs, values, dreams affect my decisions? How do my decisions affect my life and work? |
| BEGINNING COMPETENCY EMPLOYABILTIY SKILLS | Possess career entry-level upon exiting from the formal educational program. | What do I need to get a job? How does what I learn get me a job? |
| APPRECIATION AND ATTITUDES | Developing an understanding and appreciation for the value of continual learning, the arts, and leisure qualities of life. | How do my attitudes affect what I learn? How do my attitudes affect what I like? |

OVERVIEW OF CAREER GUIDANCE UNITS

FOR SECONDARY SCHOOLS

All units will be two weeks in length, but supplemental activities will be included to allow expansion of up to four weeks of involvement

These units were planned so that all eight elements would be covered during the four years of high school. Although we have focused strongly on several elements in each unit, most units touch on all.

Grade 8 — EIGHTH GRADE CAREER GUIDANCE UNIT

Career Awareness, Educational Awareness, Self Awareness, and Decision Making.

Students will explore careers and plan for four year high school program based on a greater understanding of themselves and their goals.

Grade 9 — DECISIONS!DECISIONS!

Self Awareness and Decision Making

Students will explore self, values and relationships. Students will understand the decision making process and goal setting.

Grade 10 — CAREER EXPLORATION

Career Awareness and Educational Awareness

Students will become familiar with a wide variety of occupations and the educational and occupational stages of a career that interests them. Students will receive a brief introduction to the process of completing an application and interviewing for a job.

Grade 11 — FINDING A JOB YOU LIKE

Beginning Competency, Employability Skills

Students will clarify their interests, abilities, and present skills and to develop expertise in presenting themselves and their skills to prospective employers..

Grade 12 — FINDING A LIFE YOU LIKE

Economic Awareness, Appreciations and Attitudes, Career Awareness

Students will plan and prepare for their future by making connections between career choice and lifestyle and to understand the economic implications of that lifestyle.

*As these units are implemented it is essential that there is coordination with other curriculum areas so that the items being taught are reinforced in other areas (career guidance infusion). For example, math classes would make an effort to reinforce economic lessons taught in the 11th grade program.

## FINDING A LIFE YOU LIKE

GOAL: To help students plan and prepare for their future by making connections between career choice and lifestyle and to understand the economic implications of that lifestyle.

CAREER GUIDANCE ELEMENTS: Employability Skills, Economic Awareness, Self Awareness, Beginning Competency, Appreciations and Attitudes

NOTES TO TEACHERS: This unit consists of activities for ten sessions, with optional supplemental activities to add 1 - 7 more sessions. Since this unit attempts to illustrate and demonstrate the connection between career choice and lifestyle, some of the activities involve speakers as a preferred option. Teachers will need to make arrangements for this well in advance of teaching the unit. If labor market information is used, it would be important to check with your local and state agencies for current information. Another part of the unit involves students observing workers in the community--job shadowing. This will require appointments being arranged in advance.

SUGGESTED SUBJECT AREA USAGE: English, Social Studies, Business Education, Math

### OVERVIEW OF SESSIONS

Session 1 Who Would You Hire? Who Would You Fire?

Students will rate themselves and others on job attitudes and do a simulation exercise where they act the part of the employer.

Session 2 Where Do I Want to Work?

Students will imagine themselves 10 years from now, as a means to set goals for their future.
* Supplemental Activity--Present Image Interview--Students will interview one another on values-based questions.
* Supplemental Activity--Comparing Present and Future--Students will identify abilities, interests and values for present and future.

Session 3 What Job Fits Me?

Students will identify two or three jobs that fit personal values and interests.

Session 4 Where the Jobs Are

Students will learn a variety of ways to look for jobs by listing all possible sources of information.
*Supplemental Activity--What Are Current Job Trends?--Students will learn current job trends in state and national statistics. They will compare the predicted job outlook with their own particular career interests.

Session 5 Letter of Inquiry

Students will use the want ads to find a job that interests them. They will write a letter of application/inquiry.

Session 6 My 20th High School Reunion

Students will complete a questionnaire simulating a 20th class reunion, and thereby affirm future activities and goals.

Session 7 My Career Plan

Students will make an individual career plan, listing target dates for the steps they need to take to reach their goal.

Session 8 Figuring My Paycheck

Students will convert yearly salary of a chosen career to monthly net pay and figure an estimated budget for categories such as food, housing, clothing, transportation, and entertainment.
*Supplement--Five supplemental budget simulation activities are available by mail from the Pima County Career Guidance Project. They involve buying a car, looking for an apartment, and purchasing food and necessities, as well as a more complete budgeting exercise.

Session 9 Job Satisfaction/Lifestyle

Students will rate factors for job satisfaction according to their own personal values. They will simulate job decisions based on those values.
*Supplemental Activity--Interviewing Others About Careers--Students will investigate a variety of lifestyles by interviewing others about their jobs.
*Supplemental Activity--Career Speakers--Students will learn about careers by hearing speakers in the classroom.

Session 10 Problems On The Job

Students will discuss and role play problems on the job, to gain skills in communication and assertiveness.
*Supplemental Activity--Student Job Shadow--Students will observe workers for a full work day.

## APPENDIX

Supplemental Activities

- --Present Image Interview
- --Comparaing Present and Future Image
- --Interviewing Others About Careers
- --Career Speakers
- --Student Job Shadowing

Media List

Bibliography--Secondary Career Guidance Materials

SESSION 1

WHO WOULD YOU HIRE?

WHO WOULD YOU FIRE?

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PURPOSE: To increase student awareness of qualities and attitudes employers find desirable.

GROUP SIZE: 10-30 students

TIME: One class period, three segements

MATERIALS: Worksheets "Hiring a Staff" and "Attitudes that Relate to Employability" and an envelope for each student

SOURCE: Pat Luciano and the Pima County Career Guidance Staff

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PROCEDURE:

Have students get into groups of 3-5 students each. After reading about the job candidates on the sheet titled "Hiring a Staff", ask each small group to decide together which three persons they would hire if they were the employer in that situation. Give each group time to discuss each candidate, take a vote, and agree on three names. Then ask each group to report to the rest of the class, giving reasons for their decisions. (15-20 minutes)

In preparation for the next worksheet, "Attitudes that Relate to Employability", ask students to name some of the ways people lose their jobs. What kinds of things would get an employee fired? What then are the most important factors to keeping a job? To advancing on a job?

Students then complete the worksheet "Attitudes that Relate to Employability", rating themselves high, average or low. At the bottom of the sheet have them list one or more attitudes they think they should improve and one way they might work on this improvement. (10-15 minutes)

While students are working on the attitudes sheet, distribute envelopes. Students then fold their sheets, seal and label the envelope, and turn it in to the teacher to keep in a locked drawer. (These enveloped should then be returned at the end of the unit to allow students to check progress in reaching their goal. At this time encourage them to believe that small improvements count for a lot.

## HIRING A STAFF

You are a department manager for a large firm. The personnel director has sent you seven candidates for three positions you have open. Which three people would you select for the jobs and why?

Maria - - - your boss recommended her, she's his niece; poor recommendation from her last employer

John - - - presented himself well in the interview; had more than a few mistakes on his resume.

Pam - - - school grades are below average; two former employers gave her a high recommendation.

Kathy - - - unwed and pregnant; says she's desperate for a job - any job.

George - - - 63 years old, says he does not want to retire at 65; excellent credentials.

Judy - - - chewed gum and stared at the floor during the interview; excellent school record; no previous work or volunteer experience.

Paul - - - excellent grades in school, well qualified for the position; admits in the interview his biggest problem is getting along with people.

1. _____ because _____

_____

_____.

2. _____ because _____

_____

_____.

3. _____ because _____

_____

_____.

## ATTITUDES THAT RELATE TO EMPLOYABILITY

The right work attitudes are extremely important in getting and keeping a job. Rate yourself on the list of attitudes below.
Do you have any attitudes that need changing? What would help you make that change?

| | High | Average | Low |
|---|---|---|---|
| 1. friendliness | _____ | _____ | _____ |
| 2. cheerfulness | _____ | _____ | _____ |
| 3. responsibility | _____ | _____ | _____ |
| 4. neatness of appearance | _____ | _____ | _____ |
| 5. ambition and drive | _____ | _____ | _____ |
| 6. desire to learn | _____ | _____ | _____ |
| 7. enthusiasm | _____ | _____ | _____ |
| 8. persistence | _____ | _____ | _____ |
| 9. promptness | _____ | _____ | _____ |
| 10. pride in accomplishment | _____ | _____ | _____ |
| 11. consistency | _____ | _____ | _____ |
| 12. willingness to accept supervision | _____ | _____ | _____ |
| 13. self control | _____ | _____ | _____ |
| 14. flexibility | _____ | _____ | _____ |
| 15. politeness | _____ | _____ | _____ |
| 16. being prepared | _____ | _____ | _____ |
| 17. initiative | _____ | _____ | _____ |
| 18. cooperation | _____ | _____ | _____ |
| 19. dependability | _____ | _____ | _____ |
| 20. curiosity | _____ | _____ | _____ |
| 21. ability to make decisions | _____ | _____ | _____ |
| 22. leadership | _____ | _____ | _____ |
| 23. ability to accept criticism | _____ | _____ | _____ |
| 24. neatness of work | _____ | _____ | _____ |

Some attitudes that I am going to change are _____

_____.

SESSION 2

WHERE DO I WANT TO WORK?
(Future Fantasy)

---

PURPOSE: To explore future career possibilities through directed fantasy.

GROUP SIZE: 6-32 students

TIME: 50 minutes

MATERAILS: Directed Fantasy sheet for teacher, Worksheet on Future Image for students

SOURCE: M.O.V.E. - Managing Our Vocational Explorations, State Department of Education and Department of Counselor Education, Arizona State University.

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PROCEDURE:

Make the setting as comfortable as possible. Briefly explain the fantasy relaxation process. (5 minutes)

Read directed fantasy slowly and softly allowing time for students to think about each statement. (See attached sheet). (5 minutes)

Have students open their eyes when they are ready. Hand out the Worksheet on Future Image and ask them to respond. (10-15 minutes)

Have students form groups of three or four. Have them share what they have written. As they listen to each other, have them add three new ideas to their own worksheets. (10-15 minutes)

Have each student share the first step he needs to take to reach the place he sees himself in ten years. Ask if there is any way you can assist him to reach his goal. (5-10 minutes)

## FORMING IMAGES

In order to help the students relax, it would be helpful for you to speak softly. It is important for you to allow time for the students to think about each statement. Pauses are indicated by ellipses (....).

Relax...Be sure that you are comfortable...Close your eyes...Some of you may find that you are wanting to look around...or think about other things...That is OK to feel that way...Just allow your thoughts to come and go while you listen to the sound of my voice...Relax... and while keeping your eyes closed..think about your body...Check to see if you are comfortable... If you are tense anywhere, see if you can try to relax that particular part of your body... Now focus your attention on your breathing... Feel the air move in through your nose or mouth...Feel it move down your throat,...and feel your chest and stomach move as you breathe... Now imagine that your breathing is like gentle waves on the shore, and that each wave slowly washes some tension our of your body... and releases you even more.

Now become aware of any thought or images that come into your mind...Just notice them... What are they about, and what are they like?... Now imagine that you put all these thoughts into a glass jar and watch them... Examine them...What are these thoughts and images like, and what do they do as you watch them?... As more thoughts and images come into your mind, put them into the jar, too, and see what you can learn about them...Now take this jar and pour out the thoughts and images... Watch as they pour out and disappear, and the jar becomes empty... Take some time to think about the future...Imagine that it is 10 years from now...Many things have occurred in your life over the past 10 years... What are some of the things that have happened to you?...Where did you go?...How did you feel about that separation?...Have you done any traveling?...Did you go to college or attend any specialized training after you finished high school?...What types of jobs or careers have you had?...What types of jobs are you in now?...

What types of things do you do on your job?... How do you feel about your work?...What do you like best about your job?...What do you like least?...How do you spent your leisure time?...What do you like best about your life?... What is the best thing that has happened to you?...Continue thinking about your future for a little while. (Let them take a minute to fantasize.)

In a moment I am going to ask you to open your eyes, and to think about your fantasy of the future,...to remember your fantasy of the future, and to write about your fantasy.

Adapted from MOVE, Managing our Vocational Explorations, 1978, William Cabianca, ed., Arizona Department of Education.

Name _____

## FUTURE IMAGE

Instructions: Think about the fantasy you have just had and complete the following sentences.

1. In thinking about the future, I learned that I _____

_____

2. In thinking about the future, I imagined that the following changes took place: _____

_____

3. In thinking about my fantasy, I discovered that I _____

_____

4. In remembering my fantasy, I was surprised that I _____

_____

5. In thinking about my future, I was pleased that I _____

_____

6. The type of work that I was doing in my fantasy was _____

_____

7. In thinking about the imagined changes that will take place in my future, the most important thing that happened to me was _____

_____

8. In thinking about the work I was doing, what I liked best was _____

_____

9. In thinking about my future, the activities that I will do and enjoy the most are _____

_____

10. In remembering my fantasy, I was proudest of the fact that I had _____

_____

_____

SESSION 3

WHAT JOB FITS ME?

---

PURPOSE: To help students identify careers and career tasks for which he/she has interest and aptitude.

GROUP SIZE: 1-30

TIME: One class period

MATERIALS: Worksheets--"Personality and Jobs" and "Jobs that Fit"
Pencil

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PROCEDURE:

Give each student a copy of "Personality and Jobs." Review the introductory paragraph and items on the page for clarification. Then have students write their thoughts for each item. (10-15 minutes)

In groups of two, have students share three items from the sheets. Encourage them to discuss items in some detail, ask questions and compare experiences. (10 minutes)

Give each student "Jobs that Fit." Review instructions and go over items needing clarification. Have students proceed with sections A and B individually. When they reach Section C, have them get into a group of two or three. Using combined efforts of the group, each student should list two or more jobs which would make use of their individual interests and abilities. (30 minutes)

If time permits, ask students to share aloud one job title and the reasons this fits his or her personality--as stated by the group or as perceived by the student.

Discuss the following:

What did you learn from this activity?
Did anything come as a surprise? If so, what?
Had you considered any of the jobs as possibilities in your future before doing this activity?

## PERSONALITY AND JOBS

The question, "Who Am I" is a part of each person's value system. Most people search for identity throughout their lives. Your self-concept is not provided by parents or teachers. It is chosen, adopted and developed over the years by you. The questions below will help you think about what is important to you -- now and in a future job and career.

I spent the best four weeks of my life....(doing what?)

I remember the following two summers best because:

a. summer of _____ because_____

b. summer of _____ because_____

If I could change one thing in my school, I would change...

_____

The most satisfying thing I have ever done was_____

because _____

I see myself in five years as: _____

in ten years: _____

in twenty years: _____

The adult qualities I respect and admire most in others are:

1.

2.

3.

My good friends have these qualities:

1.

2.

3.

A person I greatly admire is _____

because _____

## JOBS THAT FIT

It is important that one's job fit with the things they like to do and their personality. People whose jobs and personalities relate well are happier at work and may be better workers. Read through the list below and answer the questions that follow.

| | | |
|---|---|---|
| Be active | Type | Illustrate books |
| Drive | Write reports | Follow instructions |
| Help others | Write stories | Make decisions |
| Listen | Make calculations | Solve problems |
| Observe | Work with numbers | Work outside |
| Play games | Accept responsibility | Work inside |
| Read | Wait on others | Country living |
| Research | Work with details | City living |
| Sports | Organize things | Work with deadlines |
| Talk | Play with children | Work under pressure |
| Travel | Give instructions | Work with my hands |
| Work alone | Work with others | Use my hands |

A. From the interests listed above, write the items appropriate to each category in the spaces provided below.

| THINGS I LIKE TO DO | THINGS I WOULD NOT LIKE TO DO | THINGS I WOULD LIKE TO TRY |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

B. Select three from the list of "Things I like to Do" and tell why you selected them. Rank them in the order of your preference with #1 being the most important.

1. _____

2. _____

3. _____

C. Break into groups of 2-3 people. Read your top three "Things I Like to Do" to the others in your group. With the combined efforts of your group, list two or more jobs which would make use of each of these interests.

1. _____

   Jobs_____ _____

   _____ _____

2. _____

   Jobs_____ _____

   _____ _____

3. _____

   Jobs_____ _____

   _____ _____

## SESSION 4

## WHERE THE JOBS ARE

---

PURPOSE: To help students become familiar with some of the different sources of job information. Students will learn about the want ads and various employment services.

GROUP SIZE: 20-30 students

TIME: One hour

MATERIALS: Want ads; list of abbreviations from want ads; list of employment agencies from the yellow pages; information on DES from the yellow pages.

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PROCEDURE:

Procedure for implementation is a combination of lecture/discussion and activity. The teacher will need to decide which areas to emphasize.

First, have students brainstorm ways they can find out about available jobs. (Answers would include the newspaper want ads, employment agencies, state employment services, word-of-mouth, friends, relatives, signs in store windows, etc.). (5-10 min.)

Next, show on the overhead projector a sample from the want ads. Note the abbreviations, the format of the ads, the different categories, sections, etc. Discuss procedure for finding a job using the want ads. (Phone calls, letters). (5-10 min.)

Now pass out newspaper copies of the want ads. Ask students to find examples of ads placed by employment agencies. What would be the procedure for finding a job through an employment agency? (Call for appointment, go for interview). How do employment agencies work? (10 min.)

Now discuss craft unions as a source of jobs. Discuss State Department of Economic Security as a source of jobs.

Summarize all the resources for locating job openings.

## WANT - AD WORDS AND THEIR ABBREVIATIONS

| | |
|---|---|
| acctg | accounting |
| adv | advertising |
| a.m. | morning |
| appt | appointment |
| asst | assistant |
| bet | between |
| bgn | begin or beginning |
| bkpr | bookkeeper |
| bldg | building |
| bnfts | benefits |
| bus | business |
| clk | clerk |
| co | company |
| coll | college |
| comm | commission |
| compet sal | competitive salary |
| const | construction |
| corp | corporation |
| dept | department |
| dir | director |
| div | division |
| drvs licns | driver's license |
| E.O.E. | equal opportunity employer |
| elec | electric |
| empl | employment |
| engr | engineer |
| eqpt | equipment |
| etc | and so on |
| eves | evenings |
| exc | excellent |
| exp | experience |
| ext | extension |
| flxbl hrs | flexible hours |
| ftr | future |
| gd | good |
| gen | general |
| grad | graduate |
| hosp | hospital |
| hqtrs | headquarters |
| hr | hour |
| hrly | hourly |
| H.S. | high school |
| hvy | heavy |
| incl | including |
| ind | industrial |
| jr | junior |
| lic | license |
| lt | light |
| mach | machine |
| maint | maintenance |
| manuf | manufacturing |
| mech | mechanic or mechanical |
| med | medical |
| mgr | manager |
| mo | month |
| nec | necessary |
| op., oper. | operate or operator |
| pd | paid |
| p.m. | afternoons or evenings |
| pref | prefer |
| pt | part or part-time |
| refs | references |
| sal | salary |
| secy | secretary |
| shtd | shorthand |
| sr | senior |
| temp | temporary |
| trn | trainee |
| trvl | travel |
| typ | typing or typist |
| U-W | underwriter |
| wk | week or work |
| wkr | worker |
| wpm | words per minute |
| yr | year |

## SOURCES OF JOB INFORMATION

There are many resources in every community that can be used to supplement classroom activities. The following list is a sampling of some of the community resources that might be used.

1. Employment Agencies, D.E.S., Personnel Offices of Department Stores. When given advance notice, people in personnel are generally very receptive to speaking with students or taking them through mock interviews.

2. Youth agencies such as Job Corps and Young Women's Company can provide information on training programs and job seeking skills.

3. Business and Trade Schools: Personnel are available to talk with students regarding programs and to suggest appropriate courses to take while still in high school.

4. Trade Unions: Officials and workers are concerned about talking with students, encouraging them to finish school and take preparatory courses, and to apply to trade unions.

5. Job Sites: Many workers in the community are willing to have students observe them on-the-job and to talk with them about the particulars of their work.

6. Speakers: People from a large variety of career areas are willing to speak to classes on campus about their jobs and jobs that are in related fields. Examples of successful speakers include: T.V. producer, newspaper writer, hospital supply administrator, personnel managers of department stores and employment agencies, representatives from the phone company, bankers, electricians, nurses, operating room technicians, cosmetologists, models, and security guards.

## SESSION 5

## LETTER OF INQUIRY

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PURPOSE: To give students practice in writing a letter of inquiry.

GROUP SIZE: 5-25 students

TIME: One class period

MATERIALS: Form for letter, class copies of classified section of the local newspaper. Form for resume.

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PROCEDURE:

Have students find a job that interests them in the want ads. Go over the suggested format of the letter, and read or demonstrate a sample letter to them.

Ask students to compose a rough draft of their own letter of inquiry. (Students going to college may wish to write a letter of inquiry to one or more colleges instead of to an employer). (15-20 minutes.)

When finished, students should show the letter to the teacher or a classmate for feedback, and revise accordingly. (10-15 minutes).

Now show students a sample resume and have them do a rough draft of a resume. Final copies may be finished as homework. (15 minutes).

## WRITING FOR A JOB

At some point in your job searching you may find it more appropriate to write a letter to a company or organization than to make a personal contact. You will want this letter to create interest in you as a potential employee. This letter should state your interest in the position; your qualifications for that position; request an interview; and let the company know where you can be reached. You may want to include a copy of your resume with the letter. The letter should be brief and to the point.

Choose a company or organization and write a letter of application, asking for an interview for a specific position in that company.

Suggested format

Your address
City and state
Date

Company's name
Address
City and state

Saluation

Your interest in the position

Your personal qualifications

Your business qualifications

Request an interview, along with when and where you may be reached

Closing
Signature

## PREPARING A RESUME

Sometimes when you are applying for a job it is helpful to submit a resume. A resume is an organized way of presenting the important information about you. The information should be brief, clear and neatly presented. Suggested below is a format for you to prepare a resume of your own.

Name:

Address:

Phone:

Personal Data: (Information is this section is optional and should be included if you feel it is an asset to your getting a position. This can include such information as height, weight, birthdate and marital status.)

Career Objective:

Education:

Schools:

Graduation date:

Major subjects:

Interests and Activities:

Work Experience:

References: (names, addresses, telephone numbers)

SESSION 6

20th HIGH SCHOOL REUNION

---

PURPOSE: The student will understand and appreciate the relationship of work, continued learning, the arts, and leisure in achieving social responsibility and self satisfaction.

GROUP SIZE: 20-40

TIME: 50 minutes

MATERIALS: Printed forms

SOURCE: Adapted from an activity by Carol Baker

---

PROCEDURE:

1. Distribute sheets: "What Have You Been Doing For The Past 20 Years?".

2. Have students complete this form. (30 minutes)

3. Discuss the following as a total group: (20 minutes)
   a. What types of careers do you see yourself pursuing after high school?
   b. Do you see yourself settling into one job or moving through several jobs? Why?
   c. What type of family structure do you foresee for yourself? Is the choice to live alone a possibility?
   d. What special interests do you expect to begin or continue in your life after high school?
   e. Do you feel that further education is a priority for your future? Explain.

4. Option:
   If time is limited, or students are reluctant to share, discussion questions can be rephrased to get a simple show of hands.
   Example:
   How many students will seek further education?
   How many students will have children someday?
   How many students will have a series of jobs?
   How many students will live in another part of the country?
   How many students will live in the suburbs and work in the city?
   How many students will work for a small company? Large corporation?

## WHAT HAVE YOU BEEN DOING FOR THE PAST 20 YEARS

Please complete this form as fully as possible. Return it to your High School Reunion Committee by April 1st.

### 20 YEARS AGO

1. Name _____

2. Two of your closest friends in high school:

   _____, _____

3. What is your happiest memory of New City High School?_____

   _____

   _____

4. Who was your favorite teacher? _____

   What was your favorite subject? _____

### TODAY

1. Name _____

2. Education (after high school) check all which apply

| | Name of School |
|---|---|
| ____Trade school | _____ |
| ____Apprenticeship | _____ |
| ____2 year college | _____ |
| ____4 year college | _____ |
| ____Master's Degree | _____ |
| ____Ph.D. | _____ |
| ____Other | _____ |

3. Work: List all the jobs you've had since high school, ending with the job you have now.

   _____

   _____

   _____

   _____

   _____

4. Family:

Single_____ Married_____ Divorced_____

Spouse's occupation_____

If you have children, list names and ages.

_____ _____

_____ _____

5. List community involvements or activities since high school.

_____

_____

_____

6. Personal Experiences:

Hobbies:_____

Special awards or honors:_____

_____

Places you've lived or traveled since high school:_____

_____

List happiest days/events in life since high school:_____

_____

_____

Most exciting thing you've done since leaving high school._____

_____

_____

_____

SESSION 7

MY CAREER PLAN

---

PURPOSE: To give students awareness of steps necessary to reach their chosen career goal.

GROUP SIZE: 5-30 students

TIME: One hour

MATERIALS: Printed sheets attached, "Career Plan," copies of Occufile or Occupational Outlook Handbook for reference.

---

PROCEDURE:

Give students the "Career Planning" sheet and ask them to work on it individually. (20-30 minutes)

Group students in pairs or triads for additional discussion and feedback among peers. (20 minutes)

Ask each class member to share verbally, his/her career goal, and one step necessary to the achievement of the goal.

## MY CAREER PLAN

Name: _____ Date: _____

My career goal: _____

Benefits I expect to receive upon reaching this goal: _____

_____

_____

_____

(Using scratch paper first, list the steps you must take to reach that goal. Then list steps on this sheet in order.)

Steps I must take to reach my goal: Target Date:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List everything you can that indicates you will be successful in your chosen career. Include things you have already accomplished that are related to your goal, people who will help you, and resources that are available.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

## SESSION 8

## FIGURING MY PAYCHECK

---

PURPOSE: To increase students awareness and skill level in budgeting a paycheck.

GROUP SIZE: 10-30 students

TIME: One class period (variable with math skills)

MATERIALS: A class set of the classified ad section from the local newspaper, and some source for salary figures such as the Occufile or the O.O.H. (Occupational Outlook Handbook).

SOURCE: Betty Mason, Pima County Career Guidance Project Staff

---

PROCEDURE:

Have students complete worksheets attached, using these guidelines:

1. Gross Monthly Salary:

   Have students choose an occupation to use as a basis for their budget simulation exercise. Using the yearly gross salary figure given by the Occufile or the O.O.H., have them convert to a monthly gross. (Divide by 12).

2. Net Monthly Salary:

   Multiply the gross by 1/5 to get an estimate of total deductions for FICA (social security), state tax, federal tax, retirement, union dues, etc. Show sample pay stub attached, or a similar example. Explain the various deductions.

3, Proceed with rest of budget worksheet attached.

Note to Teacher: Additional budget activities available from Pima County Career Guidance Project. (Buying a Car, Finding an Apartment, Food, and Necessities, and 2 day Budget Simulation ).

## BUDGET PROBLEM: FIGURING MY PAYCHECK

Career: _____ Name: _____

Gross yearly salary: _____ Gross monthly salary: _____

Net yearly salary: _____ Net monthly: _____

A. TAKE HOME PAY. (How will I spend it?)

Think of all the things you will have to pay and things you will want to buy with your home pay. List as many as you can think of. When you have finished, turn to page 2 to see if you have included things that most people spend their money on.

| | Somethings I want to buy | Amount per month I will budget |
|---|---|---|
| 1. | _____ | -- _____ |
| 2. | _____ | -- _____ |
| 3. | _____ | -- _____ |
| 4. | _____ | -- _____ |
| 5. | _____ | -- _____ |
| 6. | _____ | -- _____ |
| 7. | _____ | -- _____ |
| | | Total |

SAMPLE PAY STUB

**PIMA COUNTY SCHOOLS**
**EARNINGS AND DEDUCTIONS STATEMENT**

WARRANT NO.
31810788

**CURRENT PAYROLL**

| EMPLOYEE NUMBER | PAY | PERIOD ENDING | FUND | VOUCHER | DISTRICT | GROSS EARNINGS | ANNUITY | DUES | INSURANCE |
|---|---|---|---|---|---|---|---|---|---|
| 4794 | C | 06/06/80 | 110 | 025 | 038 | 782.30 | .00 | .00 | .00 |

| CREDIT UNION | UGC | MISC. | FEDERAL TAX | STATE TAX | FICA | RETIREMENT | | NET PAY |
|---|---|---|---|---|---|---|---|---|
| 120.00 | .00 | .00 | 127.18 | 25.44 | 47.95 | 54.76 | | 406.97 |

**YEAR TO DATE**

| ANNUITY | RETIREMENT | FEDERAL TAX | STATE TAX | FICA | | GROSS EARNINGS |
|---|---|---|---|---|---|---|
| .00 | 657.12 | 1526.16 | 305.28 | 556.24 | | 9387.60 |

**NOT NEGOTIABLE**

**RETAIN FOR YOUR RECORDS**

## BUDGETING PROBLEM: FIGURING MY PAYCHECK (con't)

B. Using the monthly salary figure for take home pay you used on the first page of this problem, multiply the percentage of each item below against that monthly salary to find how much money you would actually have to spend for each item based on these percentages for a family of four. *

| | | | |
|---|---|---|---|
| Food | 25% | .25 x _____ = $ | _____ |
| Housing | 25% | | _____ |
| Taxes | 20% | | _____ |
| Clothing | 10% | | _____ |
| Transportation | 10% | | _____ |
| Medical | 5% | | _____ |
| Recreation and Education | 5% | | _____ |
| Personal | 2% | | _____ |
| Contribution | 1% | | _____ |

C. You may have discovered that what you wanted and what you thought you would spend are unrealistic figures in light of what statistical studies show. Are there any areas you need to cut down? List items you would cut, and how you would do so:

D. Now make a revised budget that fits more accurately. Look for ads in the classified to see if you can find an apartment or a car that would fit with your new budget. When figuring car costs, don't forget to figure gas costs and maintenance, and insurance.

*Percentages based on a study done for Valley National Bank by the University of Arizona in 1980, and published in Tucson Trends. Available from Valley National Bank, 1980, p.80.

SESSION 9

JOB SATISFACTION/LIFESTYLE

---

PURPOSE: To help students become aware of factors that will contribute to their job satisfaction.

GROUP SIZE: 20-30 students

TIME: One class period

MATERIALS: "Job Satisfaction Rating Form"

---

PROCEDURE:

1. Discuss job satisfaction. What are some possible reasons?

2. Present the following facts to the students:

   a. There are 8,760 hours in 1 year.
   b. If we work full time we will work 1,920 hours of the year.
   c. Spend 2,920 hours sleeping.
   d. 730 hours eating.
   e. 365 hours dressing and washing.
   f. This is a total of 5,935 hours.
   g. If we work 40 years it will be the same as if we worked 10 straight years. If we spend this much time working, we should make an effort to find a job we are going to be happy and satisfied with.

3. Give each student a copy of the "Job Satisfaction Rating Form."

4. Have the students rate each of the items according to its importance to their personal job satisfaction.

5. Have students write a single sentence definition of job satisfaction as it relates to them personally.

6. Give students Lifestyle sheet and have them read description of Job A and Job B and choose one. Discuss individual reasons, remembering that every person has different priorities.

NAME_____

## JOB SATISFACTION RATING FORM

Instructions: Rate (with a single check mark) each of the following items according to its importance in achieving personal job satisfaction.

| ITEM | VERY IMPORTANT | IMPORTANT | SOMEWHAT IMPORTANT | NOT IMPORTANT |
|---|---|---|---|---|
| Recognition from work done | | | | |
| Job is interesting | | | | |
| Employer fairness | | | | |
| Employer understanding and appreciation | | | | |
| Help with personal problems | | | | |
| Good working conditions | | | | |
| Job security | | | | |
| Promotion on merit | | | | |
| Opportunity for social contacts | | | | |
| Feeling that work is productive | | | | |
| Opportunities for after work activities | | | | |
| Regular rest periods | | | | |
| Regularly scheduled hours of work | | | | |
| Working relationship with co-workers | | | | |

Single sentence definition: Job Satisfaction .....

## WHAT LIFESTYLE?

Directions: Suppose that you have finished looking for a job. Based on your job interviews you have narrowed the offers down to two jobs, Job A and Job B. Both of these jobs involve the same kind of work, under about the same working conditions, but with different companies. Below is additional information about the two jobs.

Which job would you take? _____

| | JOB A | JOB B |
|---|---|---|
| Company: | With well-known reliable company | With well-known reliable company |
| Location: | Ten miles from your home. About 45 min. bus trip. (Bus runs 24 hours a day, and stops by your home.) | One mile from your home. About 20 min. walk or 10 min. bus trip. (Bus runs 24 hours a day, and stops by your home.) |
| Hours: | 40 hour work week; working hours (shift) change every two weeks (day and night work.) | 40 hour work week; 8 A.M. to 5 P.M. daily. |
| Pay | $125.00 a week to start. | $120.00 a week to start. |
| Pay Raises: | From 4% to 8% a year; depending on performance. | $5.00 a week raise after 3 months, and 3% to 5% every 6 months thereafter, depending on performance. |
| Advancement Opportunity: | Little opportunity for advancement beyond normal pay raises. | Opportunity to advance to a better job, as well as to advance into supervisory position. Company has own training programs for those interested in advancement. |
| Fringe Benefits: | Full medical coverage; $10,000 free life insurance policy; two weeks paid vacation per year; retire at 2/3 salary at age 60 with 20 years with company | Partial medical coverage, no life insurance; one week paid vacation per year after first year; retire at 1/2 salary at age 65 with 30 years with company. |

## SESSION 10

## PROBLEMS ON THE JOB

---

PURPOSE: To give students some practive in handling job difficulties

GROUP SIZE: 5-30 students

TIME: 30-40 minutes

MATERIALS: Student worksheets attached

SOURCE: Jan Gore, Pima County Career Guidance Project

---

PROCEDURE:

Students will get into small groups. Each group will work on one or two of the job situations/problems on the attached sheets and come up with a solution. Give each group 15 minutes to work on the problem and then have each group report to the class. (30 minutes)

In remaining class time, have students evaluate the total unit, share what they've learned and look back at their hidden envelopes from Session 1 or their fantasy from Session 6. Have their goals changed?

## SUCCEEDING ON THE JOB

The person who shows interest in a job and tries to learn as much as possible about that job increases the likelihood for success and advancement. How can you display your interest in your job once you have been hired?

1. How can you learn your duties if they were not fully or clearly explained to you?

2. How can you learn more about the company you work for?

3. How can you learn about the policies, procedures and rules of your company?

Often situations come up in a work situation which may cast doubt on your interest in your job. Think about the situations below. Think of how you might deal with these is a way that is respectful of yourself and also indicates your interest in the job.

1. You have been asked to work several hours overtime, but you already have a previous engagement. What do you do? Why?

2. You have a definite description of duties to perform on your job. A co-worker asks you to perform a duty that is not part of your job, what do you say? Why?

3. How would you respond if your supervisor asked you to perform a job not on your job description? Why?

4. How can you show your willingness to perform the duties assigned by your supervisor?

Student Worksheet

SUCCESS ON THE JOB

Below are problems common to many jobs. Read, discuss, and share with the class what you think would be the best solution to each of the situations.

1. A friend has been out late the night before and asks you to punch his time card for him. The supervisor won't be in until later so no one will know.

2. In your job you have three supervisors. Sometimes all three want things done at once. What should you do?

3. You know that a co-worker is stealing food from the kitchen of the restaurant where you work. This person is not a friend, but you don't want to be the one to "rat" on him.

4. You work in an office doing bookkeeping and accounts. You find you have trouble getting your work done because one of the co-workers wants to talk all day long, and doesn't stop even when you ignore him/her.

5. Everyone in the office but you takes a twenty minute coffee break. You don't like coffee, or cigarette smoke. They tease you for not joining them in the lounge, say you work too hard and are trying to earn brownie points.

6. It is your date's birthday and you have not had time to get a present. You would like to take an extra half-hour at lunch time to shop for something.

7. You have work to do for a deadline tomorrow morning. You are pressured to finish, but a co-worker invites you to lunch to a place you've never been. This person is the opposite sex and you would really like to get to know him/her better.

8. You work in a restaurant. You took the customers order and brought the food to the table. Now they are saying it is not what they ordered. What should you do?

9. You break some dishes in your job as a busboy. The boss yells at you, calls you a sloppy worker. What should you do?

10. Someone of the opposite sex where you work keeps hassling you by giving you looks, making cute remarks and telling others how sexy you are. You are not interested in this person.

11. You have some friends that keep stopping by to see you at work. You love seeing them, but they are keeping you from doing your job.

SUPPLEMENTAL ACTIVITY

PRESENT IMAGE INTERVIEW

---

PURPOSE: To determine the students present self-image through interviewing.

GROUP SIZE: 6-32 students

TIME: 50 minutes

MATERIALS: Present Image Worksheet

SOURCE: M.O.V.E. - Managing Our Vocational Explorations, State Department of Education and Department of Counselor Education, Arizona State University.

---

PROCEDURE:

Tell students that they will now begin to develop an awareness of their present self-image.

Ask students to pair up with someone they do not know very well. Pass out the Worksheet. Ask that one in each pair interview the other about the questions on the worksheet. You may want to give assistance with numbers 4, 5, 7, 11, and 21.

Have the students reverse roles and conduct a second interview.

## PRESENT IMAGE

Interviewer: Ask each of the following questions. As you receive responses to them, write them in the spaces provided. You do not have to write the answers word for word. Just put a few important phrases in the spaces. Ask the person to help you decide which words are the most important to them.

1. Does your family do anything together that is fun?_____

   Explain._____

2. Do you wish you had a larger family or a smaller family, or is your family just the right size? _____ Who are the members of your family?_____

3. As you look at the world around you, what is something you sometimes wonder about?_____

4. Have you ever made a choice that surprised everyone? _____ What was it?

   _____

5. What is one thing that you would like to learn?_____

   _____

6. How do you deal with unpleasant aspects of school?_____

   _____

7. What are you saving money for?_____

8. How do you spend you time after school?_____

   _____

9. What do you like best about school?_____

   _____

10. What do you like least about school?_____

    _____

11. If you could change some part of your educational program, what would it be?_____

    _____

12. Do you have a hobby that takes up a lot of your time?_____

What is it?_____

13. Do you work?_____What do you do?_____

_____

14. What parts of your work do you like?_____

_____

15. What parts of your work do you dislike?_____

_____

16. Are there some adults outside of school whom you admire?_____

Why?_____

17. What is there about you that makes your friends like you?_____

_____

18. Of all the people you know who have helped you, who has helped you the most?_____How?_____

_____

19. What one thing would you change about yourself if you could?_____

_____

20. Can you think of something that you would like to say to the class that you think might be good for them to hear?_____What is it?_____

_____

21. How do you handle it when you get into trouble?_____

_____

22. What present would you like to get?_____

_____

23. If you could change one thing during your lifetime, what would it be?

_____

24. Are you proud of your study habits?_____Why?_____

_____

25. What are three things you are good at?_____

_____

26. What do you enjoy most in life?_____

_____

27. What makes your best friend you best friend?_____

_____

28. What is one thing you want to learn to do better?_____

_____

29. Which was your best year in school?_____ Why?_____

_____

SUPPLEMENTAL ACTIVITY
COMPARISON OF PRESENT AND FUTURE IMAGE

---

PURPOSE: To provide a realistic view of each student's interests, abilities, and values by comparing his future and present image.

GROUP SIZE: 6-32 students

TIME: 50 minutes

MATERIALS: Completed Present and Future Image Worksheets

SOURCE: M.O.V.E. - Managing Our Vocational Explorations, State Department of Education and Department of Counselor Education, Arizona State University.

---

PROCEDURE:

Have students individually compare their completed worksheets. Place the following questions on the blackboard for easy viewing. Give a few moments for them to think about their images and the questions.

a. Is the person you fantasized about very different from the person you are now?

b. How are you different?

c. How will the activities and behaviors you have now contribute to your becoming the person you fantasized about?

d. What might you do differently that would help you become that person you thought about?

e. Did you leave out behaviors and activities that do not fit the image you have of yourself?

f. What would your family have to say about the person you have imagined?

g. What would your friends say?

Have students form groups of four. Ask each member to share for five minutes, with the group, the thoughts and feelings he/she had while comparing the two worksheets and thinking about the questions. Have group members help each other identify activities and behaviors each student may have forgotten or overlooked.

Have each group choose a spokesman. Have each group review and choose several of the thoughts and feelings generated in their discussion during part I. The spokesman will share these with the class.

Explain to the students how this three part process is designed to help increase their awareness of themselves and will help them select future plans. It was also meant to help them identify their abilities, interests, and values for the present and future. This should aid them as they begin to think about their life and career development.

## SUPPLEMENTAL ACTIVITY

## WHAT ARE CURRENT JOB TRENDS?

---

PURPOSE: To familiarize students with job trends as affected by current economic trends, expanding technology, etc.

GROUP: 10-30 students

TIME: One class period

MATERIALS: Copies of Occupational Outlook Handbook and free publications from the Dept. of Economic Security and Department of Labor.

---

PROCEDURE:

If using a speaker, the teacher will need to order speaker well in advance of this session. Possibilities would be someone from the local DES or Job Service office, or a local personnel agency. The speaker will be asked to talk about current local job trends, and things employers seem to look for in the people they hire.

Other approaches:

Using materials available from the Department of Labor and the Department of Economic Security have the students compile a list of the top jobs in demand at the present and in the near future. Discuss these jobs and investigate them further locally. Would these jobs be available in you location? Are they desirable? What does the OOH say about future outlook?

Order printed materials from DES. Teacher would share pertinent facts or could get class copies to distribute.

Check current magazines such as U.S. News and World Report for charts and graphs of job trends. Interested students might make wall charts for the classroom.

## THE STATE DEPARTMENT OF EMPLOYMENT?

State Employment Departments are a public agency and receive assistance from the Federal Government. They are listed in the telephone book. What can this service do for you?

1. Anyone may go; there is no fee.
2. They have many job listings.
3. You may fill out a job application.
4. You will meet with an employment counselor to discuss what type of jobs are best for you.
5. You will interview for a job.

## CRAFT UNIONS?

There are many kinds of craft unions, such as the plumber's union, the carpenter's union, the bricklayer's union, etc.

1. When you join a union, there will be paid job training available to you called an apprenticeship.
2. The union will send you out on a job.
3. When the work is finished you will go back to the Union Hall for another job.
4. To get into most unions, you have to take a test that may include high school math and writing.
5. You will get benefits, such as insurance.
6. You will pay union dues.

## EMPLOYMENT AGENCIES?

Employment agencies work two ways. Sometimes you pay them a fee to find you a job. Sometimes the employer who is looking for someone pays the fee.

How does it work?

1. You go to the agency. You will find some listed in the Yellow Pages.
2. You fill out some papers and are interviewed for information about yourself, to see what jobs are best for you.
3. The agency will send you out on interviews based on requests they have from employers --- jobs they know are open.
4. If you are hired, you then pay the agency (unless your employer agrees to pay the fee.) This can be expensive, sometimes 10% of your entire first years paycheck, or sometimes ½ of your first few paychecks. It is smart to inquire about the fee before you agree to have them place you in a job.

## SUPPLEMENTAL ACTIVITY

## INTERVIEWING OTHERS ABOUT CAREERS

---

PURPOSE: The student will understand the relationship between career and lifestyle.

GROUP SIZE: 2-30 students

TIME: 20-50 minutes explanation time/rest homework time

MATERIALS: Interview forms and tipsheets attached

SOURCE: Pima County Career Guidance Staff

---

PROCEDURE:

Give students interview form attached.

Go over the pointers on the pre-interview checklist.

Role-play the phone-call where the students call the worker to make the appointment for the interview.

Example: "Hello, Mr. Barker?"
"My name is Jan Jones from _____ high school". "I am interested in the career of parole officer. Could I talk to you for ten or fifteen minutes about your career?"
"I would like to schedule a time when it would be convenient for you".

Note to teacher:

Due to need to schedule appointments, this assignment needs to be given well in advance. Results of the interviews should be shared with the class on a day when there is half a class period or more.

## STUDENT PRE-INTERVIEW CHECKLIST *

Planning for your interview

- ☐ Have you phoned for the interview ahead of time?
- ☐ Did you explain why you are interested in interviewing the person?
- ☐ Did you give the person an idea of the types of things you would like to know before the interview?

On the day of the interview

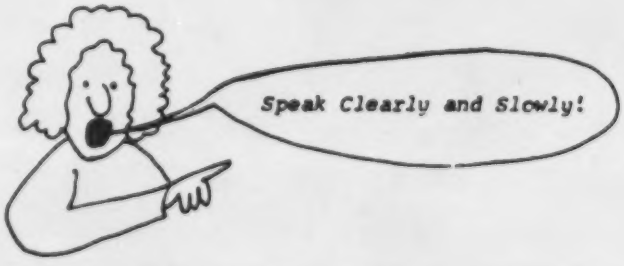
- ☐ How do you look? (You may want to work for this person some day!)
- ☐ Do you have necessary equipment (pencil, note pad, camera, tape recorder)?

*Be Prompt*

*Be Attentive*

*Be Cheerful*

*Be Polite*

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*Special Materials, Washington State Community Resource System for Career Education, p. 20. Superintendent of Public Instruction, Olympia, Wa. 98604.

## WORKER INTERVIEW QUESTIONNAIRE

Person being interviewed: _____

Occupation: _____

Job Duties and Obligations: (What do you do in a typical day? What are your hours? Do you work mainly with ideas, things or people? What is your relationship to other workers?)

_____

_____

_____

_____

Training and Education Needed: _____

(How did you get started in this job?) _____

(What high school courses would help?) _____

_____

Advantages: (What do you like most about this job?) _____

_____

Disadvantages: (What do you like least about this job?) _____

_____

What other places could a worker like yourself be employed?

_____

Salary: (What is the salary range? Beginning? After 10 years? )

_____

Future: (What developments do you see ahead? Will there be jobs in this field?)

_____

What advice would you give someone who may be interested in this job?

_____

What helped you decide to get into this kind of work? _____

_____

THANK YOU. (Be sure to thank the worker for his/her time and help)

## SUPPLEMENTAL ACTIVITY

## CAREER SPEAKERS

---

PURPOSE: To increase career awareness, educational awareness and economic awareness.

To help students make their own career choices.
To help students increase their career options.

GROUP SIZE: 15-30 students

TIME: 45-60 minutes

MATERIALS: Attached guidelines for getting the most out of career speakers.

SOURCE: Pima County Career Guidance Project

---

PROCEDURE:

Ask students to name careers that interest them, and request speakers from these areas. If students know someone in that career who would be willing to come, have the student contact the person. Always give the speaker a few choices of date and time, and give a reminder phone-call or postcard a day or so before to confirm.

Some speakers will want two weeks notice. All appreciate some sort of guidelines for the type and length of presentation desired. You could ask them to describe what they do, education and training required, advantages, disadvantages, salary range, and job outlook, opportunities for advancement, and fringe benefits if any.

A panel format works well too, where several speakers from one career cluster area come and talk briefly about what they do, and then answer more specific questions as a panel. This is a good way to see the interrelationship of jobs in any given cluster, and how they all seem to expand on similar interests and abilities.

To help students get the most out of the speaker, the teacher may want to use the attached guide for listening.

Remember to assign one student to write a thank you letter to the speaker.

## SPEAKER INFORMATION SHEET

Take notes on the speaker on this sheet of paper.
Each set of notes will be graded.

You will be given five points by your teacher for each question you ask the speaker during the question and answer period. These points will be added to your graded "notes" paper.

Ten points will be deducted each time a student is rude during the presentation, or for asking a question which has already been asked.

---

Name of speaker: _____

Date: _____

Topics covered by speaker: _____

Notes: (use front and back of this sheet for your notes)

Developed by Sharon Schuricht, teacher, TUSD.

## QUESTIONS FOR SPEAKERS

What are the job duties in this occupation?

What education or training is required?

How are subjects that are taught in school useful in this occupation?

What personal qualities are important for this type of work?

What is your relationship with other workers at your job site?

What are the working conditions? Physical demands?

What is the salary range? Beginning? After ten years?

What are the opportunities for advancement?

What are the major advantages? Disadvantages?

How will technology affect this job in the future?

What are the rewards of this type of work, and the drawbacks?

What factors caused you to select this job/career?

What courses in high school could students take to help them prepare for this job?

What are the opportunities for travel, if any?

Is this work performed in other parts of the country?

In what other areas could the knowledge and skills of this occupation be used?

How does this occupation affect one's personal life?

How does society benefit from this job?

SUPPLEMENTAL ACTIVITY

STUDENT JOB SHADOWING

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PURPOSE: To learn in detail about jobs by observing workers in those jobs for a full work day.

GROUP SIZE: Individual - appointment only

TIME: Out-of-school time to observe; class time to report

MATERIALS: Three printed sheets attached

SOURCE: Pima County Career Guidance Project
Roberta Stein, Tucson Unified School District teacher

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PROCEDURE:

This activity may require a great deal of structure, or a minimal amount, depending on the maturity level of students. Class time can be used to set up the job shadow sites if a phone is available, or this part of the assignment could be homework, again depending on student maturity, and experience with telephoning.

First, students should name two or three jobs they would like to observe, and prioritize these into first, second and third choices.

Next, the students need to gather suggestions of places to do the job observation. Possible sources for this research are: classmates, friends, teachers, parents, local businesses, neighbors, or local agencies, organizations, or the yellow pages of the phone book.

When the student has one or more names of possible job sites and persons to contact, she/he should make the phone call requesting an appointment using the guidelines attached. Teacher should brief students on procedures for being excused from school -- and offer suggestions of days to avoid or use, based on the school calendar, etc.

When students have completed their job shadows, they will be most eager to share the experiences with classmates. The teacher will need to decide how this is to be done, perhaps in a tape recording, a short talk, photographs, etc.

Note to teacher:

It may be helpful to keep a file folder of student shadow experiences, using the attached form.

A complete packet containing other forms such as field trip form, letter to parents, letter to resource person, pre-observation checklist, thank-you letter to resource person, and evaluation forms are available from the Pima County Career Guidance Project. Ask for the Job Shadowing Unit by Betty Mason.

## MOST WIDELY ASKED QUESTIONS

1. What is a typical day like?

2. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work?

3. What part of your job do you like best? Why? What are the disadvantages of your job?

4. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

5. How does your job affect your personal life? Do you work nights?

6. What are the educational requirements? Do you need apprenticeship training, trade school, college, or advanced degrees? What personal qualities are needed?

7. How much money can a person earn in the beginning? How much money can a person earn once they have advanced?

8. When does your employer compliment you? How does he tell you that you are not doing well enough? When are people fired?

9. What advice would you give to an interested person in this job?

SUGGESTED PHONE CONVERSATION FOR

JOB OBSERVATION PLACEMENT

--Hello
--My name is ( Jane Riley ). I'm a student in (Sophomore Honors English) at (Palo Verde High School). I'm interested in speaking to someone about the possibility of my spending a day at ( St. Joseph's Hosp) sometime in (March or April) to observe the normal work day of someone in the career field of ( physical therapist). Could you refer me to someone who could possible assist me in setting this up?

--(Write down the name and position of person referred to)

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--(Mrs. White?) My name is _____ and I'm a student at (Palo Verde High School). As a project for my (Sophomore Honors English) class, I would like to spend a day observing someone in the career field of (physical therapy) . What I'm hoping for is to observe a normal workday of a (physical therapist) and also to have the opportunity to interview this person about his/her career.

--This is an assigned class project with drawn guidelines. I'll be expected to report back to the class on my experience.

--The idea is to intrude as little as possible in the course of the normal routine. I would really appreciate the chance to interview the person I watch sometime during the day, however.

--Would this be possible?

--I, of course, must schedule a day on which I will not attend my regular classes, but will be at ( ) instead. It has to have the approval of several teachers at (Palo Verde) Could we decide on a possible date now and then I could check with everyone here to be sure it is fine with them? Perhaps a couple of different dates would make it easier for me.

DATE_____ DAY_____

DATE_____ DAY_____

--On that date, where should I report?_____

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--At what time?_____

--To whom? _____

--Should I wear any particular type of clothing?_____

--I would like to send some further information to you about my objectives. And my teacher would like to send a letter of confirmation. Could I have your mailing address and phone number?
(workday mailing address) (workday phone number)

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TEACHER'S RECORD

FOR STUDENT SHADOW PLACEMENTS

Name _____ Grade _____ Sex ___ Date _____

Parent or Guardian _____ Home Phone _____

Teacher of Unit _____ School _____

Job Shadowing Placement:
First Choice _____

Second Choice _____

Third Choice _____

Please list any days and times you cannot do your job shadowing:

_____

_____

(Please do not write below this line)
**********

Name of Employer Sponsor _____

Name and Address of Job Site _____

_____

_____

Phone Number _____ Date of Shadowing _____

RELATED CAREER GUIDANCE MEDIA

FOR

FINDING A LIFE YOU LIKE

Arizona Survival, book
Banks: The Money Movers, film B.F.A.
Careers and Lifestyle, filmstrip kit, G.A.
Credit: How to Get It, film, B.F.A.
Economics for Young Americans, filmstrip, United States Chamber of Commerce
Fascinating World of Work, filmstrips & cassettes, Vocational Career Consultants
Insurance: What You Should Know, film, B.F.A.
It's New...It's Neat...It's Obsolete, film, B.F.A.
Jobs Survival Skills Kit, Singer
Liking Your Job and Your Life, filmstrip, G.A.
Money Kit--Set Two--Earning Money and What You Do With It, cassettes and booklets, Leswing Press
Money Management Library, filmstrips, & study guides
New City Telephone, simulation game, A.T. & T.
Product Costs: What's in them, film, B.F.A.
Wheels, activity packet, Paul S. Amidon & Associates
Wheels and Deals--Buying Cars and Motorcycles, filmstrip, Current Affairs

Media is usually an integral part of a unit such as this. This unit was developed without dependency on media so a teacher would be able to present concepts completely during the two weeks even if no media was available. The media can be used to supplement and enhance the concepts.

This is a list of media available for Pima County Schools serviced by the Career Guidance Project. Check your school or district's resources for materials available from them. This is not a complete list of media available on this subject.

## SECONDARY CAREER GUIDANCE MATERIALS

DECIDING: A LEADER'S GUIDE
(College Entrance Examination Board)

DECIDING FOR MYSELF
(Winston Press)

DECISION MAKING FOR CAREER DEVELOPMENT/ROLE PLAYING PROGRAM
(Science Research Associates)

ECONOMICS FOR YOUNG AMERICANS
(Chamber of Commerce of the United States)

HAPPY BIRTHDAY TO U.S.
(Addison-Wesley)

HOG DOG FILMS
(Films Incorporated)

HUMAN VALUES IN THE CLASSROOM
(Hart)

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM
(Prentice Hall)

JOB SURVIVAL SKILLS KIT
(Singer)

LIFE SKILLS: GETTING A JOB,
(Singer)

MATH APPLICATIONS KIT
(Science Research Associates)

METMAK
(Science Research Associates)

MOVE (MANAGING OUR VOCATIONAL EXPLORATIONS)
(Arizona Division of Vocational Education, Arizona Department of Education)

PERSONALIZING EDUCATION--VALUES CLARIFICATION AND BEYOND
(Hart)

STRUCTURED EXPERIENCES I-VI by Pfeiffer and Jones
(University Press)

VALUES
(Xerox Corporation)

VALUES CLARIFICATION
(Hart)

VALUES CLARIFICATION THROUGH SUBJECT MATTER
(Hart)

WHAT COLOR IS YOUR PARACHUTE
(Ten Speed Press)